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ABSTRACT

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on effective community advisory committees (CACs). The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) understand the legal origins of CACs, (2) understand the mandated functions of CAC, (3) recognize the past accomplishments of your CAC, (4) recognize the functions of an effective CAC, (5) recognize the benefits of having an effective CAC, and (6) develop goals for your CAC. A bibliography identifies six books, magazines, or other resources. (DB)

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# AN EFFECTIVE COMMUNITY ADVISORY COMMITTEE (CAC)

California State Department of Education
Bill Honig, Superintendent of Public Instruction
Sacramento, CA, 1988

EC 223047

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California State Department of Education,
Special Education Division
Program, Curriculum and Training Unit

Presents a Module on:

# An Effective Community Advisory Committee (CAC)

Prepared by:

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Revised by:

Lynn Carlisle

Pat Lesniak

1988

This module, as well as thirteen others, were produced under the direction of Karl E. Murray and Susan Westaby of the Program, Curriculum and Training Unit, Special Education Division, CA State Department of Education. The modules are being field-tested throughout 1988. During this field-test stage, they are available by sending $ 5.00 for each module (includes tax and mailing) to: Parent Training Modules, CA State Department of Education, P.O. Box 944272 - Room 621B, Sacramento, CA 94244-2720. Make checks payable to Parent Training Modules.

# INTRODUCTION

The Parent/Professional Training Modules have been developed to serve as a core set of training resources for trainers to use primarily with groups of parents. Some of the trainings were designed specifically for combined groups of parents and professionals, and all the trainings can be adapted for use with parents or professionals as separate or combined audiences. The training modules in the series focus on content and activities that build skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities. There are fourteen training modules in this series:

**Parent Professional Collaboration**
**Parental Involvement**
**Stress and Support in the Family**
**Coping with Loss and Change**
**Parent Support Groups**
**An Effective Community Advisory Committee**
**Community Advisory Committee Leadership Training**
**Communication Skills**
**The Individualized Education Program: Rights and Responsibilities**
**Placement in the Least Restrictive Environment**
**Training for Professionals Working with Families**
**Parent Professional Collaboration in Planning for Employment**
**Transition Planning**
**Interagency Collaboration: The Parents' Role**

Each training module has eight sections:

**Flyer**
**Topic Narrative**
**Overview**
**Trainer Agenda**
**Activities**
**Summary**
**Bibliography**
**Evaluation**

Within each of these sections there are these materials:

**Flyer** - The Flyer highlights what participants can expect to learn by attending the training. It can be personalized for each training by adding date, time, and location in the appropriate spaces.

**Topic Narrative** -- The Topic Narrative contains content information specifically for the trainer. Trainers use the information to enhance their knowledge and understanding of the subject matter of the training module.

**Overview** -- The Overview contains the goals and objectives for the module; and the content and presentation strategy for each activity contained within the module.

**Trainer Agenda** -- The Trainer Agenda contains details of trainer and participant activities, materials and media. It is a suggested agenda that trainers can personalize to fit their style and the specific needs of the participants. A few modules that deal with sensitive or difficult content have Trainer Tips included in the Agenda section.

**Summary** -- The Summary contains highlights of all the content information presented in activities within the training. The Summary was designed to provide information to prospective participants and to workshop planners.

**Bibliography** -- The Bibliography contains the names of books, magazines and other resources that were used as references in developing the training modules and may serve as a list of suggested reading materials for trainers as well as participants.

**Evaluation** -- The Evaluation contains questions that directly assess the objectives of the module as well as some general questions to evaluate the usefulness of materials and trainer effectiveness.

The Parent/Professional Training Modules have been designed to be a flexible and expandable resource for trainers of parents and professionals. It can be housed in binders or in file folders and rearranged as needed. Trainers are urged to add articles, resources and other materials that will make each training reflect their individual style and meet the needs of the participants.

# HOW TO USE THESE TRAINING MODULES

**Conduct a Needs Assessment:**

Gather as much information as you can about the groups that you will be working with. The following types of questions may help:

Does the group meet regularly or is it assembled specifically for the purpose of this training?

What does the group want to accomplish? Does it have a stated goal? Are there a set of outcomes that the group wants to achieve?

Who is involved in the group (agencies and organizations)?

If the group is an ongoing group, how is the group organized? (officers, executive committee, standing committees, task groups, etc.)

What has the group already done? What training has the group already received?

What is the group working on now?

How does the group get things done?

Has the group conducted a needs assessment to determine the group's need for training and the training topics of interest?

**Plan the Training**

Typically, this is a dialogue between the trainer and the client. Often, the client will have a specific topic or activity in mind. Sometimes additional topics will be suggested during the needs assessment process when the trainer probes to get more information. The trainer can share a list of module topics and/or several module summaries to aid the client in selection of a topic(s) from the series.

**Select the Training Module**

The Parent/Professional Training Modules offer a wide selection of topics and activities. The trainer can select the module that deals with the topic chosen by the client.

**Review the Training Module**

The module provides the core activities and a suggested trainer agenda. The trainer can adjust both to reflect their individual style and the needs of the client.

**Identify Additional Resource Materials**

The trainer can add articles, resources, and other materials to the core training module. Often a trainer will introduce local resources or pertinent sample materials.

**Deliver the Training**

The Parent/Professional Training Modules are best delivered by a training team of a parent and a professional. Collaboration is modeled by the team as each member of the team displays unique perspectives, abilities and knowledge as they enhance each others presentation styles.

**Evaluate the Training**

Evaluation is an essential element of any training. Each module includes an evaluation that assesses the specific objectives of the module and the usefulness of materials. These evaluations can assist the trainer in refining the module content and modifying presentation style, if needed.

**"Follow-Up" the Training**

It is a good practice to follow-up any training with a personal visit, letter, or a phone call. The trainer may wish to keep a list of names, addresses, and phone numbers of participants to facilitate follow-up. The follow-up usually consists of discussion about how the training may have impacted the client's personal or professional life. Clients may express the desire for further training and/or materials and resources.

# An Effective Community Advisory Committee (CAC)

## (For Current and Prospective Community Advisory Committee Members)

You, as a participant, will learn about:

- the legal origins of CACs
- the responsibilities of CACs
- the elements of an effective CAC
- the benefits of an effective CAC
- developing goals for your CAC

Day and Date:

Time:

Location:

For More Information, Call:

**Please Come**

# An Effective Community Advisory Committee

## Topic Narrative

Community Advisory Committees (CACs) for Special Education were instituted in California as a vital part of California's Master Plan for Special Education. Legislation under Senate Bill 1870 of 1980 enacted Education Code Sections 56190-56194, which set CACs in place, the underlying intent being the formation of a collaborative group of parents, educators and community people. Membership was defined so as to include key people:

- parents of individuals with exceptional needs enrolled in public or private schools,
- parents of other pupils enrolled in schools,
- handicapped pupils or adults,
- regular education teachers,
- special education teachers,
- other school personnel,
- representatives of other public and private agencies.

At the same time, the door is left open to all people who are concerned with individuals with exceptional needs (56192). The exact membership of each local CAC will be defined by its bylaws.

At least the majority of the CAC must be composed of parents with children enrolled in schools participating in the local plan, and a majority of such parents must be parents of individuals with exceptional needs(56193).

Education Code, Article 7, Section 56194 defines the responsibilities of a CAC as:

- advising the policy and administrative entity of the district, local planning agency, or county office regarding the development and review of the local plan. Such entity shall review and consider comments from the community advisory committee,
- recommending annual priorities to be addressed by the plan,
- assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan,
- encouraging community involvement in the development and review of the local plan,
- supporting activities on behalf of students with exceptional needs,
- assisting in parent awareness of the importance of regular school attendance.

Both administrators and parents have discovered that apart from the legal mandate there are benefits in having a CAC. Effective CACs can:

- promote communication among school administrators, the Board of Education, and the community through regular non-crisis contact,
- provide a forum to test out ideas,

- share responsibility for important decisions and therefore share commitment to see decisions successfully implemented,
- offer a united front when lobbying before school boards and legislative bodies on special education issues,
- provide much needed support for local parents.

CAC members can also identify characteristics of an effective CAC in the areas of relationships between parents and staff, membership, and procedures. It is beneficial for CAC members to take time to:

- consider the legislative mandate for CACs,
- set goals to address the mandate,
- explore the benefits and characteristics of effective CACs.

# Overview

The goal of this module is to provide participants with knowledge of the origins, benefits, and functions of Community Advisory Committees (CACs) to enable participants to improve the effectiveness of their local CACs.

**Objectives**

1. Understand the legal origins of CAC.
2. Understand the mandated functions of CAC.
3. Recognize the past accomplishments of your CAC.
4. Recognize the functions of an effective CAC.
5. Recognize the benefits of having an effective CAC.
6. Develop goals for your CAC.

| Objective Number | Suggested Minutes | Content | Presentation Strategy |
|---|---|---|---|
| | 10 | Introductions, Objectives and Agenda Review | |
| | 10 | Warm Up/Inclusion Activity | |
| 1,2 | 15 | Legislative Overview | Lecturette |
| 3 | 15 | Your CAC History | Large Group Activity |
| 4 | 15 | Activities of an Effective CAC | Lecturette and Large Group Discussion |
| | 10 | Break | |
| 5 | 15 | Benefits of an Effective CAC | Large Group Brainstorm and Discussion |
| 5 | 20 | Characteristics of an Effective CAC | Individual Activity and Small Group Discussion |
| 6 | 20 | Future Activities and Goals | Large Group Activity |
| | 10 | Conclusion and Evaluation | |
| | 140 | | |

# Suggested Trainer Agenda

**WORKSHOP TITLE:** An Effective Community Advisory Committee ( CAC)

DATE: _____ PAGE: 1

PRESENTERS: _____

**CLIENT:**

**GOAL:** To provide participants with knowledge of the origins, benefits, and functions of Community Advisory Committees (CACs) to enable participants to improve the effectiveness of their local CACs.

**OBJECTIVES:**

1. Understand the legal origins of CAC.
2. Understand the mandated functions of CAC.
3. Recognize the past accomplishments of your CAC.
4. Recognize the functions of an effective CAC.
5. Recognize the benefits of having an effective CAC.
6. Develop goals for your CAC.

| TIME | WHO | TRAINER ACTIVITIES/CONTENT | PARTICIPANT ACTIVITIES | HANDOUTS MEDIA |
|---|---|---|---|---|
| 10 minutes | | Welcome<br>Introductions<br>Objectives and Agenda Review<br>Display Objectives and Agenda on Chart Paper | Listen | Chart Paper, Pens, Tape<br>Chart of Objectives and Agenda |
| 10 minutes | | Warm up/Inclusion Activity<br><br>Ask participants to share:<br>- their roles on the CAC (i.e., parent, staff member)<br>- what program they represent<br>- how long they have been a CAC member. | Share | |

## Suggested Trainer Agenda (continued)



| TIME | WHO | TRAINER ACTIVITIES/CONTENT | PARTICIPANT ACTIVITIES | HANDOUTS |
|---|---|---|---|---|
| 15 minutes | | <u>Legislative Overview</u><br><br>Activity/Handout 1<br>Lecturette<br>Distribute Handout 1<br><br>Using Handout 1 as a source of information trainer will discuss the membership and composition of CACs and the six areas of responsibilities as outlined by Education Code. | Listen<br>Ask questions | Handout 1 |
| 15 minutes | | <u>Your CAC History</u><br><br>Activity /Handout/Wall Chart 2<br>Large Group Activity<br>Use Wall Chart<br>Distribute Handout/Wall Chart 2<br><br>The trainer will have prepared a wall chart using Handout 2 as a model.<br><br>The portion entitled "History" above the dotted line will be used for noting the history or accomplishments of the CAC. The portion below the dotted line - "Goals" will be used later in the training to record future activities and goals.<br><br>Trainers will assist group to recall the history of their CAC by enumerating activities and events done in the past or currently underway. These items will be recorded on the wall chart under "History". Participants may use the chart on the handout to keep an individual record of what is being recorded on the wall chart. | Listen<br>Discuss<br>Contribute | Wall Chart<br><br> Handout 2 |

## Suggested Trainer Agenda (continued)



| TIME | WHO | TRAINER ACTIVITIES/CONTENT | PARTICIPANT ACTIVITIES | HANDOUTS |
|---|---|---|---|---|
| 15 minutes | | <u>Suggested Activities for CACs</u><br><br>Activity/Handout 3<br>Lecturette and Large Group Discussion<br>Distribute Handout 3 at end of activity<br><br>Trainer will give lecturette focused on four areas or functions that need to be addressed in order to ensure active parent participation in groups.The four areas are based on the work of Dr. Ken Moses, a noted authority on parents of children with special needs.<br><br>The four areas are:<br><br>dissemination of information, resources to parents,<br><br>individual support,<br><br>skill building for parents,<br><br>working toward positive system change, improvements.<br><br>Dr. Ken Moses has mentioned that parents first need information and resources when their children are identified. Next they need emotional support. Parents are then ready for skill building in a variety of areas. Finally, they can become interested in working toward systems change and improvements. It is appropriate for the CAC to become involved in some of these functions as a part of their mandated roles, or to sponsor activities in other areas. For example, a CAC might provide parent education around the issue of community resources for children with special needs. It might also sponsor a parent support group which would meet outside the context of the CAC to provide emotional support. | Listen<br>Discuss<br>Contribute | |

## Suggested Trainer Agenda (continued)

| TIME | WHO | TRAINER ACTIVITIES/CONTENT | PARTICIPANT ACTIVITIES | HANDOUTS |
|---|---|---|---|---|
| | | Trainer should provide some examples of CAC projects addressing the four functions. Participants should be encouraged to contribute examples. After group has shared examples and discussed various functions, distribute Handout 3 so participants can compare ideas they have generated with Handout 3 list generated by the CAC Chairpersons of L.A. County in 1986. | | Handout 3 |
| 10 minutes | | Break | | |
| 15 minutes | | <u>Benefits of an Effective CAC</u><br><br>Activity/Handout 4A and 4B<br>Large Group Brainstorm and Discussion<br>Distribute Handout 4A | | Handout 4A |
| | | Trainer uses Handout 4A to review the rules of brainstorming with participants. Remind participants that they can use this technique in generation of ideas and problem solving in their CAC meetings. Trainer will have prepared two pieces of chart paper headed:<br>1) Benefits for District/SELPA<br>2) Benefits for Parents<br><br>Allow participants 10 minutes to brainstorm ideas in these two categories. Record all ideas on the chart paper. | Brainstorm ideas | Chart Paper |
| | | Distribute Handout 4B. Have participants compare their brainstormed lists with the list generated by the CAC Chairpersons of L.A. County in 1986. | | Handout 4B |
| 20 minutes | | <u>Characteristics of an Effective CAC</u><br><br>Activity/Handout 5<br>Individual Activity and Small Group Discussion<br>Distribute Handout 5 | Read Handout<br>Discuss | Handout 5 |

## Suggested Trainer Agenda (continued)



| TIME | WHO | TRAINER ACTIVITIES/CONTENT | PARTICIPANT ACTIVITIES | HANDOUTS |
|---|---|---|---|---|
| | | Allow participants 3 minutes to read Handout 5. Divide the participants into 3 groups. Ask each group to discuss the categories of relationships between parents and staff, membership, and CAC procedures as it relates to their own CACs. What are they currently doing in these areas and what would they like to see in the future? The results of these discussions will be used to generate ideas for future activities and goals for their CAC. | | |
| 20 minutes | | <u>Future Activities and Goals</u><br><br>Activity 6<br>Large Group Activity<br>Use Wall Chart from Activity 2<br><br>Refer back to Wall Chart from Activity 2. Ask participants to reflect on their past accomplishments. Refer to functions and characteristics of effective CACs discussed earlier. Keeping all this information in mind ask participants to brainstorm ideas for future activities. Record on blank chart paper. Assist group in selecting three activities that will become goals for the group. The trainer will then record these goals in the appropriate category on the Wall Chart that was initiated in Activity 2. Note: The group may choose to set goals for some or all of the legally defined responsibility areas. Trainer suggests that the group use their next meeting to generate plans for accomplishing these goals. | Brainstorm ideas for future activities<br><br>Select 3 activities for goals | Chart Paper<br><br>Wall Chart Activity 2 |
| 10 minutes | | <u>Conclusion</u><br><br>Restate Objectives.<br>Thank Participants.<br>Complete Evaluation/Handout 7. | Complete Evaluation | Handout 7 |

An Effective CAC
Activity/Handout 1
Lecturette
15 Minutes

# California Education Code

## Article 7. Community Advisory Committee

56190. Each plan submitted under Section 56170 shall establish a community advisory committee. Such committee shall serve only in an advisory capacity.

56191. The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

56192. The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, handicapped pupils and adults, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

56193. At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

56194. The community advisory committee shall have such authority and fulfill such responsibilities as are defined for it in the local plan. Such responsibilities shall include, but need not be limited to, all of the following:

(a) Advising the policy and administrative entity of the district, special education services region, or county office, regarding the development, amendment, and review of the local plan. Such entity shall review and consider comments from the community advisory committee.

(b) Recommending annual priorities to be addressed by the plan.

(c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

(d) Encouraging community involvement in the development and review of the local plan.

(e) Supporting activities on behalf of individuals with exceptional needs.

(f) Assisting in parent awareness of the importance of regular school attendance.

An Effective CAC
Activity/Handout/Wall Chart 2
Large Group Activity
15 Minutes

# Sample of Wall Chart

## Used for Activity 2

| | California Education Code CAC Responsibilities | | | | | |
|---|---|---|---|---|---|---|
| | Advising the Local Plan | Priorities for Local Plan | Parent Ed./ Volunteers | Community Involvement | Supporting Activities | Reg. School Attendance |
| HISTORY | | | | | | |
| GOALS | | | | | | |

Participants may want to keep an individual record of what is recorded on the Wall Chart.

An Effective CAC
Activity/Handout 3
Lecturette and Large
Group Discussion
15 Minutes

# Suggested Activities for Community Advisory Committees

1. Dissemination of information, resources to parents:

   what services are available in district
   where to go for services outside the district
      regional centers
      disability parent groups
      community activities
   information about disabilities
   through newsletters

2. Emotional support:

   sponsor parent support group (which meets separately from CAC)
   disseminate information re: parent support groups in community

3. Skill building for parents:

   through parent education workshops - at CAC meetings and on separate occasions for parents in general

4. Working toward positive system change, improvement:

   input to revisions of local plan
   input to local school boards, administrations
   ongoing parent input re: program, priorities, fiscal priorities
   suggestions of ways to deal with unmet needs
   input from parents to staff re:
      parental concerns, questions
      needs for parent education
      staff development planning
   attitude change: disability awareness programs
   action campaigns to support or oppose budget allocations which might affect special education
   networking with other CACs and parent groups for advocacy and dissemination of information

Adapted from: Community Advisory Committee Chairpersons, Los Angeles County, 1986.

An Effective CAC
Activity/Handout 4A
Large Group Brainstorm
and Discussion
15 Minutes

# Brainstorming

Brainstorming is one of the most useful and misunderstood of the problem solving methods. It is useful because any group of 4 to 12 persons can quickly learn to manufacture scores of ideas for any problem situation in very short periods of time. Fifty ideas in five minutes is not an unusually large number using brainstorming rules.

**Brainstorming Rules:**

1. Make no evaluation, positive or negative, of any idea presented.
2. Work for quantity, not quality.
3. Expand and elaborate on ideas.
4. Encourage the unusual and unconventional.
5. Record each idea.
6. Set a time limit and hold to it.

The whole idea is to let creative thinking run free. Brainstormed ideas are written on paper, not set in stone.

# Benefits of an Effective Community Advisory Committee

FOR THE PARENTS?

1. Parents can have access to decision makers, can have input into decision making, can learn how the system works and can make a difference in the system.
2. Parents can receive information about programs, services and resources.
3. Parents can receive training and skill-building activities.
4. Parents have an opportunity to raise questions, express concerns and share common concerns with staff.
5. Parents lose their sense of isolation, find support and feel connected with other parents of children with special needs.
6. Parents receive education in how to work more effectively with their children in cooperation with the teacher.
7. Parents have an opportunity for personal growth, leadership development.
8. Trust building takes place.
9. A vehicle is provided to promote cooperation and participation from community agencies.
10. Networking takes place with parent organizations and advocacy groups.

FOR THE DISTRICT/SELPA?

1. Adversarial atmosphere is reduced through trust building.
2. Parents become more aware of constraints on the system and less apt to make unrealistic demands.
3. Parents and staff become positive and mutually supportive.
4. Parents can provide community support to administration at the local school board and the legislature. A vehicle for advocacy is provided.
5. A pool of workers the districts can call upon for various tasks emerges.
6. Community contacts are made which can be useful for vocational education programs.
7. There is a means for assessing parent needs and concerns, their point of view.
8. Teachers and staff get a good idea of parent point of view.
9. Child's program is more effective when parents are working cooperatively with the teachers toward individual student progress.

Credit: Community Advisory Committee Chairpersons, Los Angeles County, 1986.

An Effective CAC
Activity/Handout 5
Individual Activity and Small Group
Discussion
20 Minutes

# Characteristics of an Effective Community Advisory Committee

1. **Relationship between parents and staff - An effective CAC has:**

   A. top administrators who embrace the philosophy that parent participation in the system is worthwhile and who recognize the benefits to the systems of parent involvement.

   B. an atmosphere where administrators and parents work cooperatively rather than as adversaries.

   C. SELPA and district administrators who actively participate in the CAC so that parents have direct access to decision makers.

   D. allocation of staff time and resources for CAC.

2. **Membership - An effective CAC has:**

   A. well-defined procedures for recruitment, selection and terms of appointment of CAC members.

   B. a selection process which produces a representative cross-section of the constituency the SELPA serves. Consideration is given to such factors as balance of staff and parents, geographical areas, disabilities of students served, ethnic background of the community, and a balance of experienced and new members.

   C. an open system so all interested people have an opportunity to be considered.

   D. in multi-district or large SELPAs, consideration of district-level or local-level parents groups which can then designate representatives to the SELPA-wide CAC.

   E. a constituency (both parents and staff) that is aware of the existence of the CAC.

3. **CAC Procedures - An effective CAC has:**

   A. meetings on a regular basis (preferably monthly).

   B. parents who feel that real consideration is being given to their input and that they can influence the decision making process. Parents receive information AND parents give input to district/SELPA.

   C. CAC members who set specific goals and tasks for the year. Members participate in the planning.

   D. made an effort to provide "team building" experiences, ways for members to get to know each other as people (e.g.,get acquainted activities, dinners, potlucks).

   E. CAC members participate in subcommittees concerned with reviews.

   F. meetings that are publicized. The general public is welcome.

Credit: Community Advisory Committee Chairpersons, Los Angeles County, 1986.

# An Effective Community Advisory Committee

## Summary

— Community Advisory Committees for Special Education were instituted in California as a vital part of California's Master Plan for Special Education

— California Education Code, defines the membership and the responsibilities of CACs:

**Membership**

- parents of individuals with exceptional needs enrolled in public or private schools,
- parents of other pupils enrolled in schools,
- handicapped pupils or adults,
- regular education teachers,
- special education teachers,
- other school personnel,
- representatives of other public and private agencies,
- other persons concerned with individuals with exceptional needs.

**Responsibilities**

- advising the policy and administrative entity of the district, local planning agency, or county office regarding the development and review of the local plan. Such entity shall review and consider comments from the community advisory committee,
- recommending annual priorities to be addressed by the plan,
- assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan,
- encouraging community involvement in the development and review of the local plan,
- supporting activities on behalf of students with exceptional needs,
- assisting in parent awareness of the importance of regular school attendance.

The underlying intent of the mandate of SB 1870 (1980) was that of collaboration of parents, educators, and community people for the benefit of special education students.

There are four areas or functions that may be addressed by CACs which will help to ensure active parent participation.

- dissemination of information and resources
- support
- skill building activities
- working toward a positive systems change, improvements

There are multiple benefits derived from building an effective CAC, both for administrators of programs and for parents.

It is beneficial for CAC members to take time to set goals for the future.

# Bibliography

**Books/Magazines/Resources**

CAC Chairpersons of Los Angeles County, Contact person, Donna Dutton, 346 19th Street, Santa Monica, CA 90402.

Doyle, Michael, and Straus, David. *How to make meetings work.* New York, NY: The Berkeley Publishing Group, 1976.

McKay, Matthew, Davis, Martha, and Fanning, Patrick. *Messages, the communication skills book.* Oakland, CA: New Harbinger Publications, 1983.

Special Education Community Advisory Committee Network of California (SECACNOC), Chairperson, Diana Williams, 13161 Cherry Street, Westminster, CA 92683.

Special Education Community Advisory Committee Network of California, *Community advisory committee guidelines.* Sacramento, CA: Resources in Special Education, 1988.

Special Education Local Planning Areas (SELPA) *Parent handbooks.* Contact individual directors of special education in your district or SELPA.

# Evaluation

Your responses to the questions/statements below will assist us in improving this module. Please respond to all items. Your participation in this evaluation is completely *anonymous*. DO NOT place your name anywhere on this evaluation.

Based on a scale of 1 through 10, how much of the information presented was new to you?

_____ 1 is not much new; 10 all new.

| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. After this session, I am aware of the legal origins of CACs. | 1 | 2 | 3 | 4 | 5 |
| 2. As a result of this session, I am aware of CAC responsibilities as defined in Education Code. | 1 | 2 | 3 | 4 | 5 |
| 3. This session helped me to identify some of the past accomplishments of my CAC. | 1 | 2 | 3 | 4 | 5 |
| 4. This session made me aware of the functions, benefits and characteristics of an effective CAC. | 1 | 2 | 3 | 4 | 5 |
| 5. Because of this session, I can identify future goals for my CAC. | 1 | 2 | 3 | 4 | 5 |
| 6. The material presented was sensitive to all cultural groups. | 1 | 2 | 3 | 4 | 5 |
| 7. The material covered information which was appropriate to all handicapping conditions. | 1 | 2 | 3 | 4 | 5 |
| 8. The material presented matched my needs. | 1 | 2 | 3 | 4 | 5 |
| 9. I will use some of the information/resources that were introduced. | 1 | 2 | 3 | 4 | 5 |
| 10. The instructors did a good job. | 1 | 2 | 3 | 4 | 5 |

11. Specific suggestions to improve this module:

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